

STATES OF JERSEY SKILLS BOARD

HIGHER EDUCATION ON JERSEY 2015

Purpose

1. This document reviews the current provision of higher education on the Island of Jersey (particularly degree courses), so that the Skills Board might determine any actions or policy implications.
2. The paper follows on from the reports prepared in 2013 and 2014, but repeats some of the background information so that it is free-standing. This year, for the first time, it seeks to include all postgraduate taught courses leading to degree and diploma awards.

Strategic context

3. The current States Strategic Plan, Economic Growth and Diversification Strategy, and Skills Strategy all identify, explicitly or implicitly, the need for Jersey to develop high level skills within its workforce, to ensure that Jersey remains competitive; to enable its businesses to grow and be innovative and entrepreneurial; to attract and create new high value businesses; and to support increased productivity.¹ It is also a common desire that, wherever possible, such high level skills and leadership ability are found from within the Jersey population.
4. Jersey is distinguished by an educational system that results in a high proportion of the Jersey school and college leaving cohorts proceeding to higher education (a figure of around 44% was deduced some years ago), the vast majority studying in England. Most of these students are well-supported by States funding, which is seen as a public responsibility and an investment in Jersey's young people. However, the cost is significant, and with the advent of (generally) £9,000 annual tuition fees at English universities (and Jersey students are charged even more by some universities), this cost has been rising even further. The cost of supporting students to study off-Island is thus considerable - some £9.3M of States' resources in 2015 (plus substantial private expenditure).

¹ There is good evidence for a link between productivity and graduates in the workforce. For example, one study found that a one percentage point increase in the proportion of the workforce with a degree instead of A-level or equivalent qualifications, led to an increase in productivity of 0.5%; another concluded that productivity is 30% higher if all the workforce has a degree than if none do (see "Higher Education at Work; High Skills: High Value", Department for Innovation, Universities and Skills, April 2008. HLSS 4/08).

5. Despite this high rate of participation in higher education by Jersey people, the rate of repatriation of graduates to Jersey is modest, resulting in a sizeable net outward migration of talent from the Island.² As a consequence, the proportion of graduates in Jersey's workforce is less than that of the UK, particularly of the more economically successful areas,³ leading to constraints in business development and the need to buy in overseas personnel.
6. There are also wider issues surrounding the heavy reliance on off-Island education:
 - the resources expended on higher education are lost to the Jersey economy, being spent in (largely) England rather than on-Island;
 - there is little interaction between Jersey business and the learning experiences of Jersey students through their higher education, so graduates are less in tune with Jersey business needs;
 - a number of Jersey residents are not able or willing to study off-Island, due to personal disposition or by virtue of their family social responsibilities. They thus have reduced opportunities to achieve their potential, lead fuller lives, or contribute to Jersey's economy.
7. These factors have led to commitment to develop on-Island higher education opportunities, particularly those relating to the Island's business needs.

Current provision

8. There is now a range of higher education provided on Jersey:
 - a) A number of Foundation degree programmes have been developed through **Highlands College**, based on sound market research and committed inputs from employers. Honours degree 'top-up' years have also been established, so that there now exists a significant portfolio of full-time undergraduate programmes, all validated by the University of Plymouth (see Annex).

There are also two part-time undergraduate programmes based at Highlands College – FdA Art & Design (Plymouth), and BSc Construction Management/Architectural Technology (London South Bank). Postgraduate degree courses have also been offered at times – a

² The 2004 review of higher education (ref 4 of this report) noted that around 62% of graduates return in 10 years. There is evidence from the more recent graduate surveys that the return rate may now be higher, probably due to the reduced employment opportunities in the UK, but in any event the rate of repatriation will always be significantly less than 100%, meaning a continuous loss of talent from the Island.

³ The Jersey Census for 2011 (the latest source of reliable and relevant information) shows that 22% of the workforce have qualifications at degree level or above (10,916 out of 49,988), compared with a UK average (ONS Q2, 2007) of 23% - better performing regions of the UK will be significantly above this. An even more substantial difference is seen in the proportion of the working age populations having a degree or above – 20% in Jersey (Census 2011) compared with 25% in the UK (LFS Oct-Dec 2010).

PgDip/MSc in Human Resource Management (London South Bank) and an MBA (Southampton).

In all, including students studying part-time, there are 156 students enrolled on undergraduate degrees at Highlands College (163 in 2014/15). There are also 15 students studying on the PgDip/MSc in HRM.

Rationalisation of the business suite of degrees (Financial Services, Business & Management, and Sport) has been achieved to enable greater joint teaching of modules across degrees. All programmes now allow for part-time routes, although the numbers of students are necessarily modest.

The university centre at Highlands has undergone significant change in 2015, having been rebranded as “University College Jersey (UCJ)”⁴. The majority of degree provision is now delivered in one area of the college (to create a sense of distinctness from the rest of the FE college), and there has been a change in management structure and reporting lines.

The Social Sciences degree is being reviewed in 2015/16, with consideration being given to shaping it more in the direction of a joint humanities degree.

- b) **The Institute of Law** was founded in 2008 and began to offer courses for the Jersey Law examinations and an LLB programme of the University of London External System as an ‘Approved Provider’ (tuition being largely weekends and mainly by ‘flying faculty’ from British and European universities). Students are from a wide range of backgrounds, some being recent school and college leavers. The LLB has two start dates each year – September and January.

In September 2015, the Institute began a ‘double degree’ programme with students studying two years in Jersey and two years in France to achieve both the LLB and the Licence en Droit plus M1 (the first year of the European Masters).

An LLM degree was launched in January 2015. There is also opportunity to undertake research programmes leading to PhD. Degrees in Law with Management, and in Law with Accounting are planned, pending recognition of the Institute as a Centre by the London School of Economics (under whose aegis the London degrees are validated).

- c) About the same time as the Institute of Law began operating, **Jersey International Business School** (JIBS) was established. Its only degree offer is now an intensive full-time two-year BSc International Financial Services (University of Buckingham). Part-time courses leading to BSc

⁴ This designation would not be possible in England as criteria set by Government would not be met, but such restrictions do not apply in Jersey.

Management with Compliance, and BSc Management with Trusts and Estates (University of Manchester) have been discontinued.

- d) A review⁵ carried out under the aegis of the Skills Board in 2011 identified a cost-effective method for training registered nurses from the general population of Jersey. The Bachelor of Nursing Honours degree (validated by the University of Chester) commenced in 2013 at the Education Centre of the **Department of Health and Social Services**, and gives substantially greater throughput than the previous Open University scheme, with students enrolled on an open, fee-paying basis as other higher education courses delivered on-Island.

Since then, the Centre has developed further programmes (all validated by the University of Chester) to meet the needs of the health service on Jersey – a Bachelor of Midwifery degree course started in 2014 (and is due to enrol every three years); child nursing and mental health nursing specialties of the Bachelor of Nursing commenced in 2015 (with off-Island theory tuition and on-Island practice); a BSc Honours in Professional Practice for non-graduate registered nurses and midwives commenced in 2014 (there has been some such provision validated by the University of Southampton for several years); a part-time Masters in Professional Practice, for graduate registered nurses and midwives also commenced in 2014 with 20 enrolments.

- e) **Durrell Conservation Academy** at Durrell Wildlife Conservation Trust has been engaged in a range of higher education provision for many years, and currently offers:

- in partnership with Imperial College London, a joint Masters course in Conservation Science, a proportion of the teaching being delivered in Jersey;
- modules of animal-related courses from Foundation degree to Masters levels for other UK universities (eg Kent, Reading and Nottingham Trent), on-site in Jersey;
- the long established 12-week Durrell Endangered Species Management graduate certificate course (DESMAN) for international students, annually at its headquarters in Jersey, validated by the University of Kent;
- a range of short, non-validated courses in Jersey on transferrable skills (e.g. conservation management and leadership) and technical skills (e.g. GIS and bird husbandry) for both zoo and conservation professionals;
- a range of short introductory courses in Jersey for 'amateur naturalists' focussing on birds and primates;
- a six-month Post-graduate Diploma in Endangered Species Recovery (validated by the University of Kent) for an international cohort of students, run annually at the training campus (Durrell Conservation

⁵ "Review of Nursing Workforce in Jersey." Final report to Skills Board (Draft 4), March 2011.

Training Ltd) established in 2013 in Mauritius to serve the Indian Ocean.

While these engagements are not directed specifically towards Jersey-based residents, the Academy has potential to make stronger contributions to the overall higher education opportunities for Jersey people, as described in a paper considered by the Skills Board on 16 December 2009.

- f) The 2004 review of higher education **Error! Bookmark not defined.** noted that there were 428 Jersey residents registered on **Open University** (part-time) courses. The range of courses studied was very wide, and many students were studying only to Certificate or Diploma levels. But in 2004 the rate of production of first degrees was equivalent (allowing for attrition) to about 30 new enrolments a year on three-year full-time degree courses. The number of registrations thereafter significantly reduced, probably as a result of OU fee increases; by 2013/14, the number fell to 137 registrants (ie those giving a Jersey postcode).

Numbers continue to fall. For the last completed academic year, 2014/15, there were 120 registrants (more than 93% of which were undergraduate). Nevertheless, the OU continues to serve the HE needs of a significant number of Jersey people.

- g) **Westminster Theological Centre** (WTC) is an inter-denominational college with locations in several centres in the UK, the Channel Islands and Stockholm. In Jersey, until entry 2012/13 it offered a six-year BA course in Kingdom Theology (incorporating a CertHE after two years) validated by the University of Chester, but this is being phased out as it is not viable to continue. The CertHE is still offered. A two-year Graduate Diploma and two/three-year MA courses run with very few students and are not expected to continue. All are part-time programmes, involving two residential weekends and evening or (MA) Saturday study, plus recorded and live video tuition from Chester.

Other potential degree providers

9. BPP has been offering a range of professional qualifications and related courses in Jersey since 2000. In 2007, BPP University College became the first publically-owned private company in the UK to be granted degree-awarding powers by the Privy Council, and has subsequently achieved the title of **BPP University**. It offers a range of degree courses in business management, finance, nursing, psychology and law from a number of its centres. It has no plans "at the moment" to offer undergraduate or postgraduate degrees on Jersey. However, as BPP University and its Law School continue to advance the options of online degrees, it is expected that these will be made available in Jersey- perhaps with some face-to-face element delivered by staff locally. This would be a welcome development

10. A few years ago, a group of influential Jersey (and other) people began to develop proposals for a new higher education institution, “The University of Jersey”.⁶ Conceived as a privately-funded, not-for-profit institution offering courses for the high quality international market, the venture was designed to provide Jersey with a new business sector by bringing international income to the Island and creating employment. The proposition underwent a number of changes. Now, rather than focus on being a University embracing a wide range of undergraduate and postgraduate programmes from the start, and establishing its own degrees early on, a more measured, stepwise approach is planned.

The initial phase, which commenced in autumn 2014, involved creation of the **Jersey International Centre of Advanced Studies** (JICAS) as a private, non-profit institution aimed at creating and developing niche postgraduate degrees that highlight Jersey’s strengths. Additionally, it seeks to establish outposts of research that will improve Jersey’s standing within the international academic community, while establishing a thriving and vibrant on-island postgraduate environment. In order to achieve these aims, JICAS has been offering a series of lectures, seminars and events, including:

- Postgraduate Research Seminars
- University Lecture Series
- Café Scientifique.

The funding model of JICAS is based upon the principles of endowment through donation and education philanthropy, and sustained through fees, sponsorship and public subscription. JICAS is currently collaborating with other on-Island providers of HE, including University College Jersey, Highlands College and the Institute of Law, to explore the idea of a loosely-based university ‘federation’ or ‘partnership’. Subject to progress, this will provide the framework for a future ‘University of Jersey’. It is significant that this model is close to that of the “University Partnership for Jersey” proposed by the Skills Board in September 2012, but which did not then achieve sufficient support to proceed.⁷

Discussion

11. The Annex to this paper sets out total known enrolments on undergraduate and postgraduate degree programmes by the current on-Island providers. Particular point to note are:
- a) The small decrease in overall numbers at Highlands College is more than compensated by growth at the Institute of Law and at HSSD.
 - b) The introduction of the International Financial Services Degree at JIBS is likely to be the cause of the gradual decline in enrolments on the Financial Services degree at Highlands College (halving in four years), seriously challenging its viability.
 - c) The developments at HSSD are delivering a range of provision determined by service demands

⁶ It is with great sadness that this report notes that John Lawton, the driving force behind the proposed “University of Jersey”, passed away in the summer of 2015.

⁷ “Higher Education in Jersey - The Next Phase: ‘The University of Jersey’ by Mike Goldstein”, paper approved by the Skills Board September 2012.

- d) There continues to be innovation and introduction of new provision according to Jersey's needs – the double degrees at the Institute of Law and the MSc degrees at HSSD. It is also pleasing to note resumed enrolments for the MSc in HRM at Highlands College.

12. Further developments are not predictable, and indeed may occur without knowledge of the Skills Board. An attempt by the Board to bring some co-ordination, or at least oversight,⁷ above has not found sufficient favour to be developed further, although as noted above, JICAS seems to have adopted this model for the future.

Recommendation

- 13. In the light of the foregoing, the Skills Board is invited to consider if there are any policy issues within the Board's purview, and/or what further actions it wishes to pursue, subject of course to Ministerial approval.

Mike Goldstein - November 2015

HIGHER EDUCATION ON JERSEY 2015 - ANNEX

UNDERGRADUATE AND POSTGRADUATE DEGREE COURSES ON JERSEY 2011-2015

COURSE	MODE ⁱ	UNIVERSITY	TOTAL NUMBERS				
			2011-12	2012-13	2013-14	2014-15	2015-16
HIGHLANDS COLLEGE							
FdA/BA Financial Services	2/3 FT	Plymouth	27/7 = 34	16/8 = 24	14/12 = 26	13/5 = 18	9/8 =17
FdA/BA Business & Management	2/3 FT	Plymouth	6/x = 6	9/x = 9	19/3 = 22	20/2 = 22	14/13 =27
FdA Accounting & Finance	2 FT	Plymouth	X	7	4	0	NA
FdSc/BSc IT for Business	2/3 FT	Plymouth	14/x = 14	17/x = 17	23/x = 23	19/x = 19	16/x =16
FdA/BA Childhood Studies	2/3 FT	Plymouth	28/x = 28	28/12 = 40	29/4 = 33	25/9 = 34	33/9 =42
BSc Social Sciences	3 FT	Plymouth	27	28	24	20	19
FdA Art & Design	3 PT	Plymouth	19	20	22	20	13
BSc Construction Mgt/Architectural Technology	2 BR & E	London South Bank	24	24	8	5	11
FdA Sport & Management	2 FT	Plymouth	x	x	13	13	11
PgDip/MSc HRM	2/3 PT	London South Bank	0	0	0	0	15 ⁱⁱ
INSTITUTE OF LAW							
LLB	3 FT	London	31	35	40	56	60 ⁱⁱⁱ
LLB and Licence en Droit/M1	2+2 FT	London and Toulouse capitole 1	x	x	x	x	10
LLM Jersey Law	PT	Institute of Law	x	x	x	3 ^{iv}	3
JERSEY INTERNATIONAL BUSINESS SCHOOL							
BSc Management with Compliance	2 PT	Manchester	NA ^v	NA ^v	NA ^v	9	0 ^{vi}
BSc Management with Trusts and Estates	2 PT	Manchester	NA ^v	NA ^v	NA ^v		
BSc International Financial Services	2 FT	Buckingham	NA ^v	NA ^v	NA ^v	26	33
DEPARTMENT OF HEALTH AND SOCIAL SERVICES							
Bachelor of Nursing	3FT	Chester	x	x	15	25 ^{vii}	35 ^{viii}
Bachelor of Midwifery	3FT	Chester	x	x	x	3	3
BSc Professional Practice	2PT	Chester	x ^{ix}	x ^{ix}	x ^{ix}	18 ^x	26X
BSc Nursing	4PT	OU	NA ^{xi}	NA ^{xi}	14	14 ^{xii}	14 ^{xii}
MSc Professional Studies	PT	Chester	x	x	x	20	8
MSc Advanced Practice	PT	Chester	x	x	x	NA	12
THE OPEN UNIVERSITY							
Registrations (headcount)	undergrad	OU	198	226	179	131	113
	postgrad	OU	16	14	12	8	8
	total ^{xiii}	OU	207	217	188	137	120
WESTMINSTER THEOLOGICAL CENTRE (JERSEY HUB)							
BA Kingdom Theology	6PT	Chester	6	6	4 ^{xiv}	3 ^{xiv}	2 ^{xiv}
CertHE Kingdom Theology ^{xv}	2PT	Chester	x	x	x	x	1
PgDip/MA	2/4PT	Chester	NA	NA	NA	NA	3

NA = information not provided.

-
- ⁱ Several FT programmes have alternative part-time routes to those indicated, on which small additional numbers are enrolled.
 - ⁱⁱ This is the first enrolment since the last cohort of 12 students competed in 2011.
 - ⁱⁱⁱ Provisional.
 - ^{iv} Commenced January 2015.
 - ^v Data withheld for commercial reasons.
 - ^{vi} Courses no longer offered.
 - ^{vii} Includes 2 students on child nursing route.
 - ^{viii} Includes 1 student on child nursing route; and 2 students on 'interrupt' arrangements.
 - ^{ix} Previous ad hoc provision validated by University of Southampton.
 - ^x These numbers should not be taken too literally, The course is for serving nursing staff and is very flexible; some staff take modules on a stand-alone basis before registering for the degree, and the concepts of cohort and academic year do not really apply.
 - ^{xi} There were 6 completions on the Adult Nursing branch, and 9 completions on the Mental Health route in 2013.
 - ^{xii} No further entrants; this cohort is due to complete in 2015.
 - ^{xiii} Totals may be slightly higher than the sum of undergraduate and postgraduate as a few students can be counted as both in the same academic year.
 - ^{xiv} No new entry after 2012/13.
 - ^{xv} First two years of BA.